
Tools to Plan Support

— Webinar #4 April 12, 2022 —

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Emma Eccles Jones College of Education & Human Services
Institute for Disability Research, Policy & Practice
UtahStateUniversity.

Why a Webinar Series on Person-Centered Planning?

- Want to connect waitlist families to resources and support OUTSIDE DSPD that can be accessed while waiting
- Provide information and practice on Person-Centered Planning, as it is a core element for those receiving DSPD services
- Focused on the needs and wants of the person
- Allows control over their own life by directing the process to the extent they can
- Shown to have positive outcomes

Person-Centered Planning Tools for Support

- *One-Page Profile*
- **Charting the LifeCourse tools**
 - *Life Trajectory*
 - *Life Domain Vision Tool*
 - *Integrated Supports Star*
 - **Tool for Exploring Decision-Making Supports**
- *Relationship Map*
- **Good Day/Bad Day**

Webinar Series Format

- Webinar to provide information
- 2 weeks later - Drop-in Session to get questions answered, 1:1 support, etc.
- We have added a 5th session
- Upcoming Drop-In: April 26 10:00-11:00 AM
- Future Webinar Dates
 - May 10 with a drop-in on May 24

One-Page Profile

- Templates can be found online and the DSPD Person-Centered Planning page
- Can use written words, pictures, icons, symbols
- Can be used multiple ways

The image shows a template for a 'One-Page Profile' form. It is designed with a light green border and a white background. The form is divided into four main sections, each with a teal header bar and a large white box for content. The first section, 'My One-Page Profile', includes fields for 'Your Name Here' and 'Age and Occupation', and a dashed box for a photo. The second section, 'What people appreciate about me', is a large empty box. The third section, 'What is important to me', is also a large empty box. The fourth section, 'How to support me', is a large empty box. The form is presented within a light gray frame.

My One-Page Profile


Your Name Here Age and Occupation

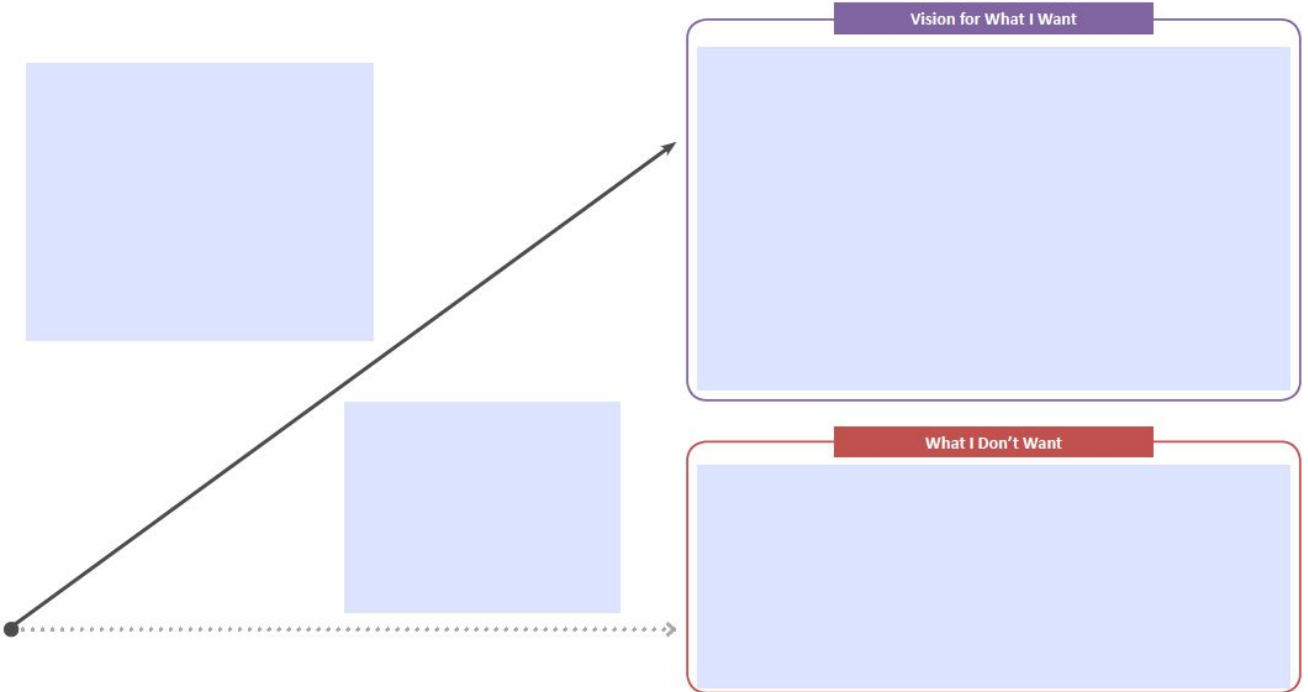
What people appreciate about me

What is important to me

How to support me

Trajectory Worksheet for Exploring

 LIFE TRAJECTORY | EXPLORING



The diagram illustrates a life trajectory starting from a black dot at the bottom left. A solid black arrow points diagonally upwards and to the right, ending at the top-right corner of a large light blue box. A horizontal dotted arrow points from the starting dot to the bottom-left corner of the same large box. To the left of the main trajectory, there are two smaller light blue boxes: one in the upper left and one in the lower right. To the right of the main trajectory, there are two large light blue boxes stacked vertically. The top box is labeled 'Vision for What I Want' in a purple header, and the bottom box is labeled 'What I Don't Want' in a red header.

Vision for What I Want

What I Don't Want

Trajectory Worksheet for Planning

The diagram is a worksheet for planning, titled "Trajectory Worksheet for Planning". It features a central circular node with four arrows pointing outwards to four rectangular boxes. The top-left box is titled "Past Life Experiences" and contains two sub-sections: "List past life experiences and events that have supported your vision for a good life" and "List past life experiences that pushed your trajectory toward things you don't want". The top-right box is titled "Moving Forward" and contains two sub-sections: "List current or future life experiences or goals that will continue to support your good life vision" and "List things to avoid that could keep you from your good life vision or lead to what you don't want". The bottom-right box is titled "Vision for What I Want" and contains the instruction "List what you want your 'GOOD LIFE' to look like". The bottom-left box is titled "What I Don't Want" and contains the instruction "List the things you don't want or what is NOT a 'good life'". The central circular node is labeled "Trajectory".

Past Life Experiences
List past life experiences and events that have supported your vision for a good life

Moving Forward
List current or future life experiences or goals that will continue to support your good life vision

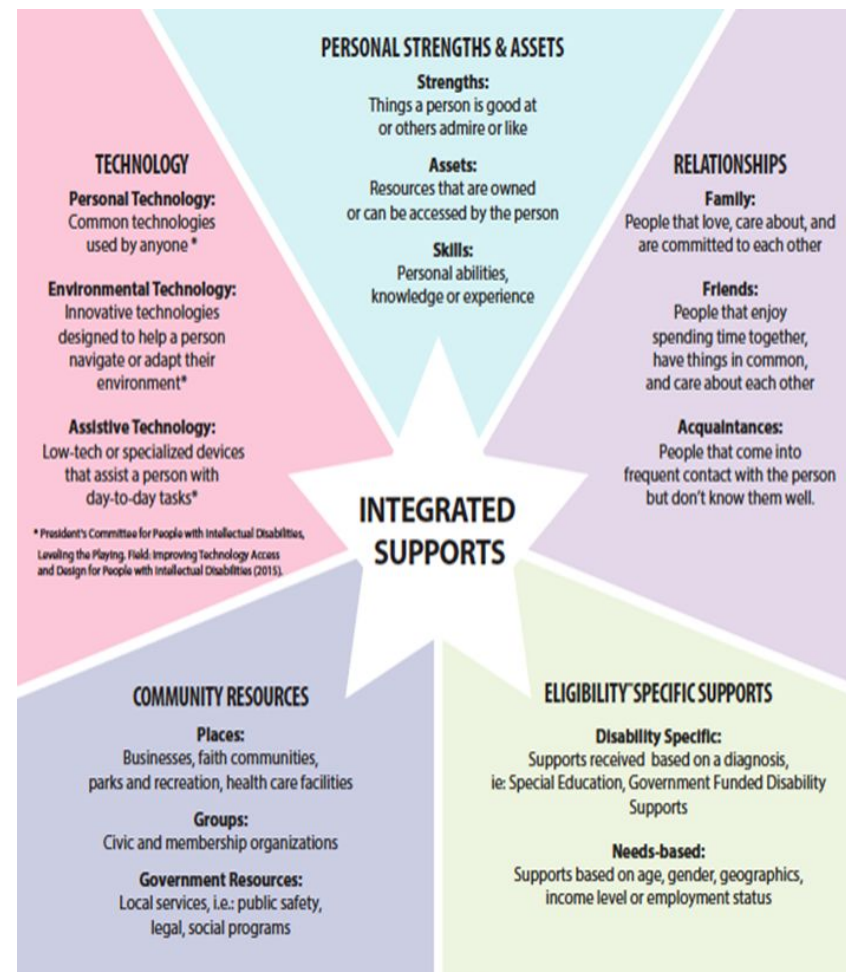
Vision for What I Want
List what you want your "GOOD LIFE" to look like

What I Don't Want
List the things you don't want or what is NOT a "good life"

Integrated Supports Star

Five Areas of Support

- Personal Strengths and Assets
- Relationships
- Eligibility-Specific Supports
- Community Resources
- Technology

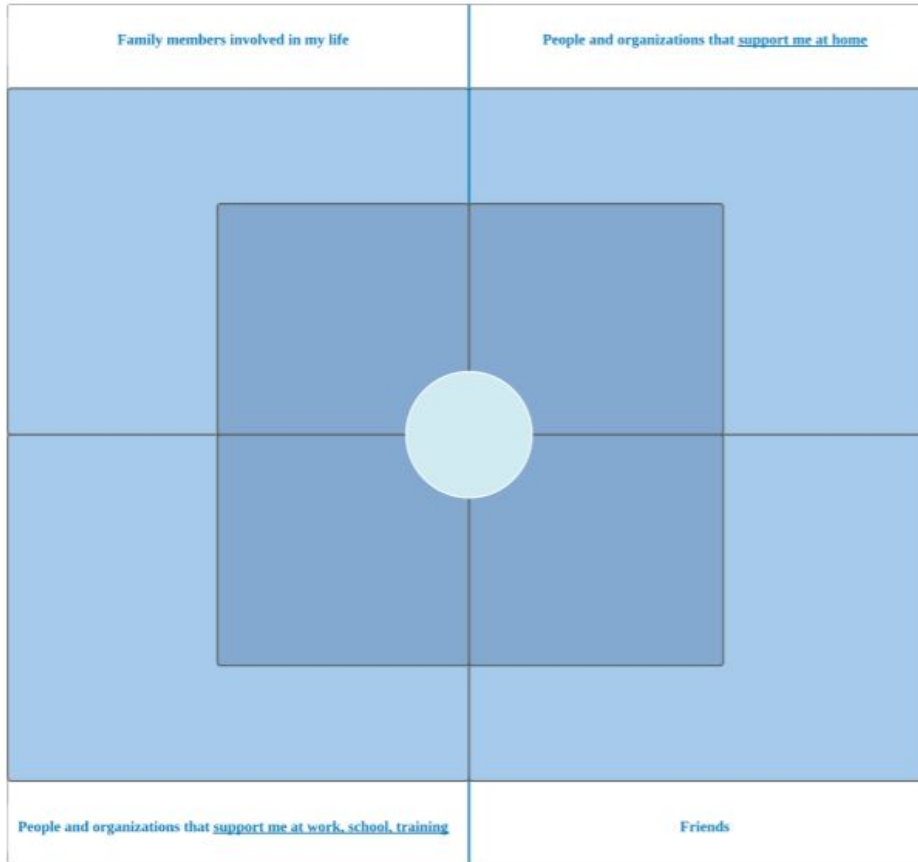


Person-Centered Planning Relationship Map

Relationship Map

Identify those in your
“circle”

- Family Members Involved in My Life
- People and Organizations That Support Me at Home
- People and Organizations That Support Me at Work, School, Training
- Friends



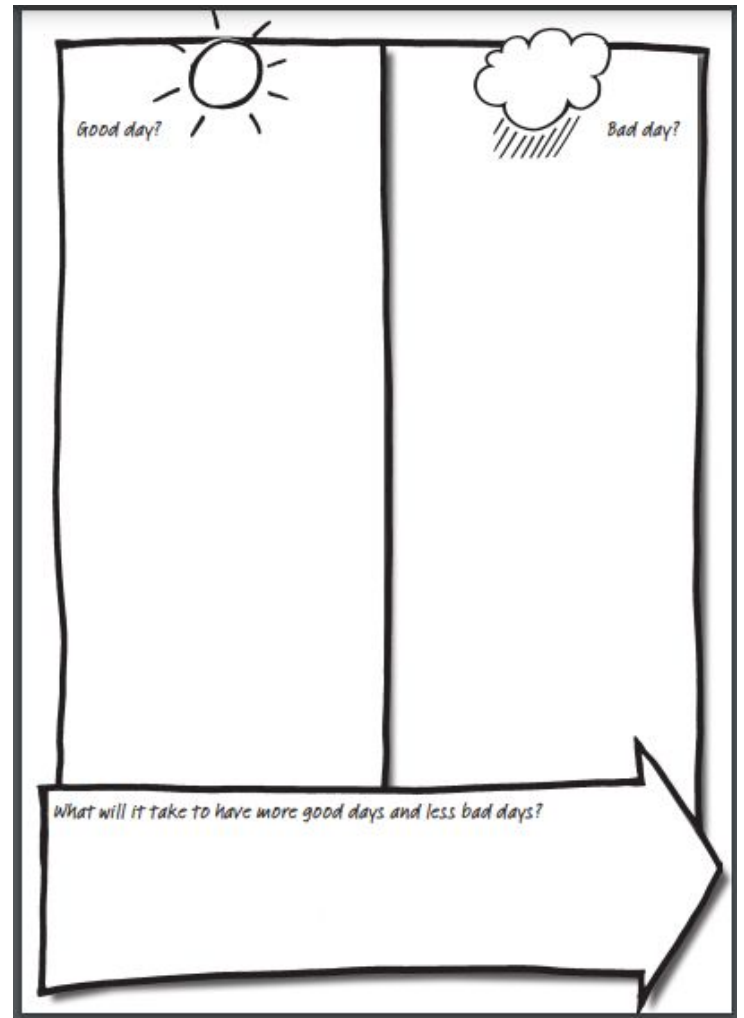
Good Day/Bad Day

What is a good day like?



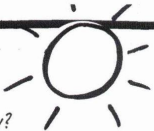

Good Day/Bad Day

- What makes it a Good Day?
- What makes it a Bad Day?
- Be prepared to address historical trauma this conversation may bring up
- Good starting point for a conversation
- Goal: More Good Days than Bad Days



Ways to Use Good Day/Bad Day

- What are the routines?
 - How to start their day?
 - Mealtime routines?
 - Routine daily activities?
 - Nightly routines?
- Missed routines can move a Good Day to Bad!
- What else makes a day Bad?
- Goal: Have more Good Days than Bad

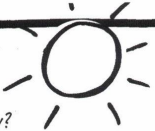

 Good day?	 Bad day?
Wake up on my own	Mom waking me up before I'm ready
Poptart for breakfast	Being told what to do
Eat out for lunch	Having to rush around
Follow a schedule	Not knowing what to expect
Time to relax after work/program	Not getting breaks
Having choices and control of my day	Sudden, loud noises like sirens or alarms

What will it take to have more good days and less bad days?

Allow me to make choices about my schedule and activities. Give me time to transition. Prepare me if the schedule changes.

Another Sample Good Day/Bad Day

- Some “Bad Day” items are out of the person’s control
- Be Proactive
 - Plan ahead to make sure alarm is set and program recording is scheduled
 - Explore options for disliked class
 - Expand circle of friends
 - Practice calming techniques
 - Be aware of triggers

 Good day?	 Bad day?
<p>Hit the snooze button 3 times</p> <p>Listen to my music while dressing</p> <p>Watch cartoons at breakfast</p> <p>The bus is on time and I get my favorite seat</p> <p>My friend Sam is at school</p> <p>I earn computer time</p> <p>It is music class day</p> <p>I can listen to music while doing my chores</p> <p>Spaghetti for dinner</p> <p>Watch TV before bed</p>	<p>It's a rainy day</p> <p>I don't hear my alarm and have to rush to get ready for school</p> <p>The bus is late or someone is already in my favorite seat</p> <p>Sam is not at school</p> <p>I have PE and not music class</p> <p>I miss my computer time</p> <p>I have homework</p> <p>Meatloaf for dinner</p> <p>Mom forgets to record my favorite shows</p> <p>Dentist appointments</p>
<p>What will it take to have more good days and less bad days?</p> <p>Prepare ahead of time – check alarm clock and recording schedule. See about a different PE class. Make more friends.</p>	

Check In and Challenge

- How might the Good Day/Bad Day tool help you learn more about your loved one?
- What ideas do you have for using the Good Day/Bad Day tool?
- What concerns do you have about filling it out?

Challenge: Complete a Good Day/Bad Day with your loved one.

Charting the LifeCourse

Exploring Decision-Making
Supports

Can you make decisions on
your own?

Need some support?

Need someone else to make
the decision?

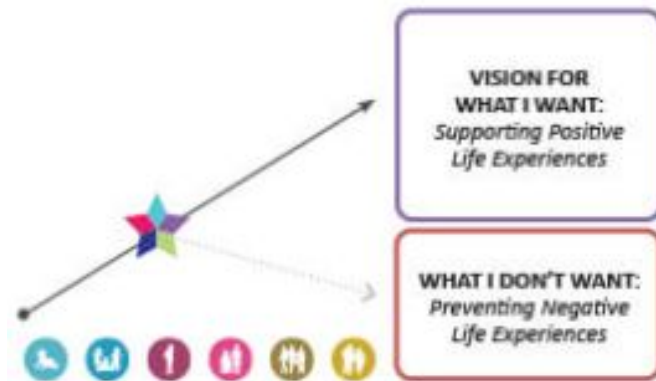
LifeCourse Framework

Our Core Belief: All people have the right to live, love, work, play, and pursue their own life aspirations.



- Focuses on ALL people
- Within the context of family and community
- Across the lifespan and life domains
- Achieving life outcomes
- Integrated services and support
- www.lifecoursetools.com

Trajectory to a Good Life



Exploring Decision Making Supports

Three decision making areas

Mark the level of support needed in **making** and **communicating** decisions and choices

Uses the LifeCourse Domains:

- Daily Life and Employment
- Healthy Living
- Social and Spirituality
- Safety and Security
- Community Living
- Advocacy and Engagement



CHARTING THE LIFECOURSE | EXPLORING DECISION-MAKING SUPPORTS

This tool was designed to assist individuals and supporters with exploring decision making support needs for each life domain.

Name of individual: _____

Name of person completing this form: _____

Relationship to individual (circle one): Self Family Friend Guardian Other: _____

How long have you known the individual? _____

For each question below, mark the level of support you need when making and communicating decisions and choices in the Charting the LifeCourse life domains.



Daily Life & Employment

Can I decide if or where I want to work?			
Can I look for and find a job? (read ads, apply, use personal contacts)			
Do I plan what my day will look like?			
Do I decide if I want to learn something new and how to best go about that?			
Can I make big decisions about money? (open bank account, make big purchases)			
Do I make everyday purchases? (food, personal items, recreation)			
Do I pay my bills on time? (rent, cell, electric, internet)			
Do I keep a budget so I know how much money I have to spend?			
Am I able to manage the eligibility benefits I receive?			
Do I make sure no one is taking my money or using it for themselves?			



Healthy Living

Do I choose when to go to the doctor or dentist?			
Do I decide/direct what doctors, medical/health clinics, hospital, specialists or other health care providers I use?			
Can I make healthy/medical choices for my day-to-day well-being? (check-ups, routine screening, working out, vitamins)			
Can I make medical choices in serious situations? (surgery, big injury)			
Can I make medical choices in an emergency?			
Can I take medications as directed or follow a prescribed diet?			
Do I know the reasons why I take my medication?			
Do I understand the consequences if I refuse medical treatment?			
Can I alert others and seek medical help for serious health problems?			
Do I make choices about birth control or pregnancy?			
Do I make choices about drugs or alcohol?			
Do I understand health consequences associated with choosing high risk behaviors? (substance abuse, overeating, high-risk sexual activities, etc.)			
Do I decide where, when, and what to eat?			
Do I understand the need for personal hygiene and dental care?			

Continue on back >>

Exploring Decision Making Supports, Page 2

Get feedback from the individual
AND others who support them in
making decisions

Look for areas of strength as well as
areas where decision-making skills
can be built

For each question below, mark the level of support you need when making and communicating decisions and choices in the Charting the LifeCourse life domains.	 I can decide with no aid or support	 I need support with my decision	 I need someone to decide for me
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Social & Spirituality

Do I choose where and when (and if) I want to practice my faith?			
Do I make choices about what to do and who to spend time with?			
Do I decide if I want to date, and choose who I want to date?			
Can I make decisions about marriage? (If I want to marry, and who)			
Can I make choices about sex, and do I understand consent and permission in regard to sexual relationships?			



Safety & Security

Do I make choices that help me avoid common environmental dangers? (traffic, sharp objects, hot stove, poisonous products, etc.)			
Do I make plans in case of emergencies?			
Do I know and understand my rights?			
Do I recognize and get help if I am being treated badly? (physically, emotionally or sexually abused, or neglected)			
Do I know who to contact if I feel like I'm in danger, being exploited, or being treated unfairly? (police, attorney, trusted friend)			



Community Living

Do I decide where I live and who I live with?			
Do I make safe choices around my home? (turning off stove, having fire alarms, locking doors)			
Do I decide about how I keep my home or room clean and livable?			
Do I make choices about going places I travel to often? (work, bank, stores, church, friends' home)			
Do I make choices about going places I don't travel to often? (doctor appointments, special events)			
Do I decide how to get to the places I want or need to go? (walk, ask a friend for a ride, bus, cab, car service)			
Do I decide and direct what kinds of support I need or want and choose who provides those supports?			



Advocacy & Engagement

Do I decide who I want to represent my interests and support me?			
Do I choose whether to vote and who I vote for?			
Do I understand consequences of making decisions that will result in me committing a crime?			
Do I tell people what I want and don't want? (verbally, by sign, device), and tell people how I make choices?			
Do I agree to and sign contracts and other formal agreements, such as powers of attorney?			
Do I decide who I want information shared with? (family, friends etc.)			



Decision Making Supports Exercise

For each question below, mark the level of support you need when making and communicating decisions and choices in the Charting the LifeCourse life domains.



I can decide with
no extra support



I need support
with my decision



I need someone
to decide for me



DAILY LIFE & EMPLOYMENT

Can I decide if or where I want to work?

Can I look for and find a job (*read ads, apply, use personal contacts*)?

Do I plan what my day will look like?

Do I decide if I want to learn something new and how to best go about that?

Sample Decision Making Supports - Safety/Security



Safety & Security

Do I make choices that help me avoid common environmental dangers? (traffic, sharp objects, hot stove, poisonous products, etc.)		X	
Do I make plans in case of emergencies?			X
Do I know and understand my rights?		X	
Do I recognize and get help if I am being treated badly? (physically, emotionally or sexually abused, or neglected)		X	
Do I know who to contact if I feel like I'm in danger, being exploited, or being treated unfairly? (police, attorney, trusted friend)		X	

Sample Decision Making Supports - Community Living



Community Living

Do I decide where I live and who I live with?		X	
Do I make safe choices around my home? (turning off stove, having fire alarms, locking doors)	X		
Do I decide about how I keep my home or room clean and livable?	X		
Do I make choices about going places I travel to often? (work, bank, stores, church, friends' home)	X		
Do I make choices about going places I don't travel to often? (doctor appointments, special events)		X	
Do I decide how to get to the places I want or need to go? (walk, ask a friend for a ride, bus, cab, car service)		X	
Do I decide and direct what kinds of support I need or want and choose who provides those supports?		X	

Check In and Challenge

- How might the Tool for Exploring Decision-Making Supports help your loved be more independent?
- What concerns do you have about filling it out?

Challenge: Complete a Tool for Exploring Decision-Making Supports with your loved one.

Questions?



DSPD Intake Information

Explanation of the DSPD intake process and link to apply online available at: <https://dspd.utah.gov/intake-process/>

or call 1-844-275-3773 and choose the "Apply for Services" option to speak with an intake worker

*Spanish speaking intake workers are available

Coming Up ...

Drop in Session - April 26, 2022 from 10-11 am via ZOOM

Next Webinar - May 10 with a drop-in May 24

For questions on Charting the LifeCourse tools:

Contact Lisa Wade (801) 272-1051 lisa@utahparentcenter.org or

Aubrey Snyder aubrey.snyder@usu.edu